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AUTHOR	Manlove, Christine
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ABSTRACT

This bilingual French-English unit for first-year high school students discusses how to travel by train in France. It is divided into five parts: (1) "Les Horaires," which teaches the twenty-four hour time system and how to read a timetable; (2) "Le Billet," which teaches how to purchase a train ticket and the choices that are available; (3) "A la Gare," an audio-motor lesson which emphasizes what can be done at a French train station and on a French train; (4) "Le Train," which discusses information about the French train system and the parts of a train; and (5) "Le Pauvre Americain," which presents observations and discussion of confused Americans on French trains. These modules are designed to be used consecutively although not necessarily on a daily basis. Each section is illustrated with pen and ink drawings and contains specific objectives, the evaluation procedure, necessary content information, the instructional procedure, a "Lesson Aids" section with dialogues, vocabulary exercises, check questions, and follow-up activities. A lesson in English containing useful information for the American traveler, several skits, a worksheet and a quiz complete the unit. (Author/AMH)

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ED165455

Christine Manlove
Appleton (WI) Public Schools

UN VOYAGE PAR LE TRAIN

FL 009 928

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The following unit was developed at the Workshop on Teaching Culture at the University of Wisconsin-Madison in the summer of 1974.

Illustrations for this unit were provided by the Société Nationale des Chemins de Fer Français, 610 Fifth Avenue, New York, NY 10020.

TO THE TEACHER:

Topic: The French Train System

Level: First-year high school

The unit is divided into five parts, which may be summarized as follows:

Les Horaires-learning the twenty-four hour time system and how to read a timetable;

Le Billet-how to purchase a train ticket and the choices that are available;

A la Gare-an audio-motor unit emphasizing what can be done at a French train station and on a French train;

Le Train-information about the French train system and the parts of a train; and

Le Pauvre Américain-observation and discussion of confused Americans on French trains.

These five parts are designed to be used consecutively, although not necessarily on a daily basis. The teacher is encouraged to expand on any of the ideas given here for use in his or her own classroom.

LES HORAIRES

Specific objectives:

(1) The students will be able to recognize and understand times written in 24-hour notation, and determine the equivalent time in 12-hour notation.

(2) The student will be able to use a train timetable to answer questions, orally and in writing, about train arrivals and departures.

Evaluation:

(1) Using a sample timetable, students will answer oral questions about train arrival and departure times.

(2) Students do a worksheet as a homework assignment.

Materials: a clock with movable hands
copies of a train timetable (see p. 19)
worksheets (see p. 16)

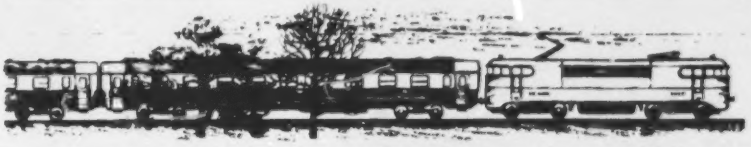
The Teacher's Introduction-"Aimez-vous voyager? Qui aime voyager? Quel pays voudriez-vous visiter? Comment est-ce que vous aimez voyager—en avion, en autocar, en voiture? Si vous êtes pauvre, peut-être que vous faites de l'autostop.

Mais les Français aiment voyager dans le train. Ils voyagent souvent et il y a beaucoup de trains. Il est très important de savoir comment on fait un voyage dans le train.

Imaginons que nous sommes en France et que nous voulons faire un voyage. Nous voudrons aller de Paris au Luxembourg. Il faut me préparer pour le voyage. Qu'est-ce qu'il faut faire d'abord? Il faut consulter les horaires.

Qu'est-ce que c'est qu'un horaire? On le regarde pour trouver les heures d'arrivée et de départ des trains. Il faut choisir un train.

Check question: Que regarde-t-on pour trouver l'heure des trains?



The Lesson- Est-ce que vous savez quelle heure il est? (Using a clock with movable hands, the teacher reviews the principles of telling time, first asking of the group, then of individuals, "Quelle heure est-il?" Be sure to include all the variations for a thorough review. The teacher then puts the clock at 2:00 and proceeds as follows.)

Est-ce qu'il est deux heures de l'après-midi ou deux heures du matin? (Clock at 8:00.) Est-ce qu'il est huit heures du soir ou huit heures du matin? (Wait for students to respond, "Nous ne savons pas.") Mais c'est très important, n'est-ce pas? Si le train part à huit heures du matin et nous arrivons à huit heures du soir, nous ne prenons pas le train—nous manquons le train ("manquons" may need further explanation.)

Les Français et les Européens ont une solution à ce problème. Regardez. Il est une heure du matin. (Teacher starts at 1:00 and moves the hands, hour by hour, to 11:00.) Il est onze heures. (Going slower) Il est douze heures—ou midi. Il est treize heures, il est quatorze heures, il est quinze heures, il est seize heures (as the teacher continues to move the hands of the clock accordingly, she encourages the students to join in here by pausing for their answer), il est dix-sept heures (continue up to vingt-quatre heures.) Alors, de minuit jusqu'à midi, on dit qu'il est une heure, deux heures, etc., mais de midi jusqu'à minuit, nous employons les numéros de douze à vingt-quatre.

(The teacher then gives some examples.) 4:20-Si c'est le matin, il est quatre heures vingt. Si c'est l'après-midi, il est seize heures vingt. C'est facile—il faut simplement ajouter douze. Par exemple, s'il est trois heures de l'après-midi (puts 3 + 12 = 15 on the board) il est quinze heures.

(The teacher then puts some times on the board, written as they would be on a timetable—3.14; 18.27; 13.01. Volunteers are asked to come up and put the correct time on the clock and the teacher asks questions.) Est-ce que c'est le matin ou le soir?

(To begin the final review, the teacher puts the clock at 2:17.) C'est l'après-midi. Quelle heure est-il?, etc.)

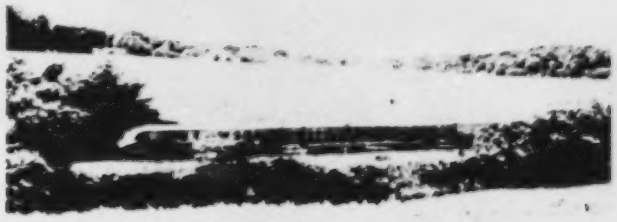
Maintenant, regardons l'horaire à la page 3.

	a	b	c	d	e
Paris	6.57	11.09	17.16	18.49	18.52
Metz	10.45	13.56	20.01	21.42	
Luxembourg	11.46	14.45	21.04	22.27	23.30

Il y a cinq trains. Si on quitte Paris à 6.57, on arrive à Metz à 10.45 et enfin au Luxembourg à 11.46. C'est le matin ou le soir? (Students answer and then the teacher begins to ask them questions to see if they can use the timetable.)

Check question: Si nous quittons Paris à 17.16. à quelle heure est-ce que nous arrivons à Metz? au Luxembourg? Quel train ne s'arrête pas à Metz?, etc.

Follow-up Activities: The students are given a worksheet to do as a homework assignment (see p. 16). The teacher asks the students questions about train departure and arrival times, based on the train schedules on p. 19.



LE BILLET

Specific objectives:

(1) The students will learn how to buy a train ticket.

(2) The students will see and use a sample of an actual train ticket.

(3) The students will be able to fill in the details on a similar ticket, as cued orally by a dialogue presentation.

(4) The students will be able to analyze and determine, through class discussion, the advantages and disadvantages of the various types of tickets that can be purchased.

(5) The students will be able to write a simple French dialogue about the purchase of a train ticket, using the appropriate vocabulary.

Procedure (* indicates items that are given in detail in the Lesson Aids section.)

(1) The teacher gives a brief introduction* during which time a real train ticket is displayed.

(2) The students are given a vocabulary list* with new terms and definitions. They are asked to repeat the terms and the teacher gives further explanations if necessary.

(3) Each student receives a 'billet'* that must be filled in as they listen to a dialogue. They should also try to determine what is taken into consideration when buying a ticket.

(4) The teacher acts out the dialogue* along with another teacher (or perhaps a student from an advanced class). Simple props are useful (a hat, a ticket, etc.) The dialogue is repeated two or three times so that the students have an adequate amount of time to fill in their 'billet.'

(5) To see if the students did the exercise correctly, the teacher shows a sample 'billet' and fills in the correct numbers. (A transparency may be used here.)

(6) The class discusses what is taken into consideration when buying a ticket* and these considerations are listed on the board.

(7) Students discuss in pairs for five minutes the advantages and disadvantages of each consideration,* and then in a class discussion, state (in French, if possible) what they decided.

(8) Students receive a copy of the dialogue and practice it with a partner, first playing one role, and then the other.

(9) For the following day, the students prepare a very simple presentation of a person trying to buy a ticket.

(10) The next day, the students practice their dialogues in class with a partner, and a few are chosen to be presented to the class.

Materials: Train tickets-real tickets and a 'blank' ticket (see pp. 4, 5, 6).

Lesson Aids

Introduction

"Pour voyager par le train, il faut acheter un billet. On peut acheter les billets d'avance, c'est-à-dire deux ou trois mois, une semaine ou même un jour avant le départ. On reçoit un billet comme ça. (The teacher holds up the booklet/ticket, and then uses an opaque projector to display it. She points out the various divisions of the ticket after the new vocabulary terms are explained.)

Vocabulary List

(1) aller et retour- Si vous voulez acheter un billet pour aller à une ville et ensuite pour retourner, vous achetez un billet aller et retour.

(2) aller simple- si vous n'allez pas retourner, ou si vous allez retourner d'une autre ville, vous achetez un billet aller simple.

(3) première/deuxième classe- Dans les trains français, comme dans les avions américains, vous avez deux classes--la première (qui est plus chère) et la deuxième.

(4) réserver- obtenir en avance pour assurer une place.

(5) une couchette- un lit sur un train. (The couchette is formed in the following manner: the train seat is the lower bunk, the back of the seat swings up to form the middle bunk, and a metal rack folds down from the wall to form the top bunk.)

(6) un supplément—Si on paye un supplément, il faut payer plus d'argent.

(7) la voiture—le train consiste en plusieurs voitures.

Le billet

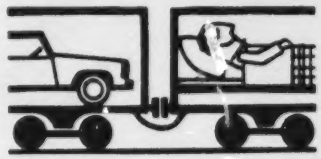
The students must fill in the blanks listening to the dialogue.

BILLET SNCF

Destination	Départ	Classe ____
de Paris	le _____ (Jour/mois)	Voiture ____
à _____	à ____ heures	Couchette ____

Dialogue

The teacher should preface the dialogue by giving the students the following instructions: "Ecoutez et regardez bien. La première fois, écoutez et regardez seulement. La deuxième fois et la troisième fois, écrivez sur votre billet. Notez aussi les choses qu'il faut considérer en achetant un billet, parce que nous allons discuter cela plus tard."

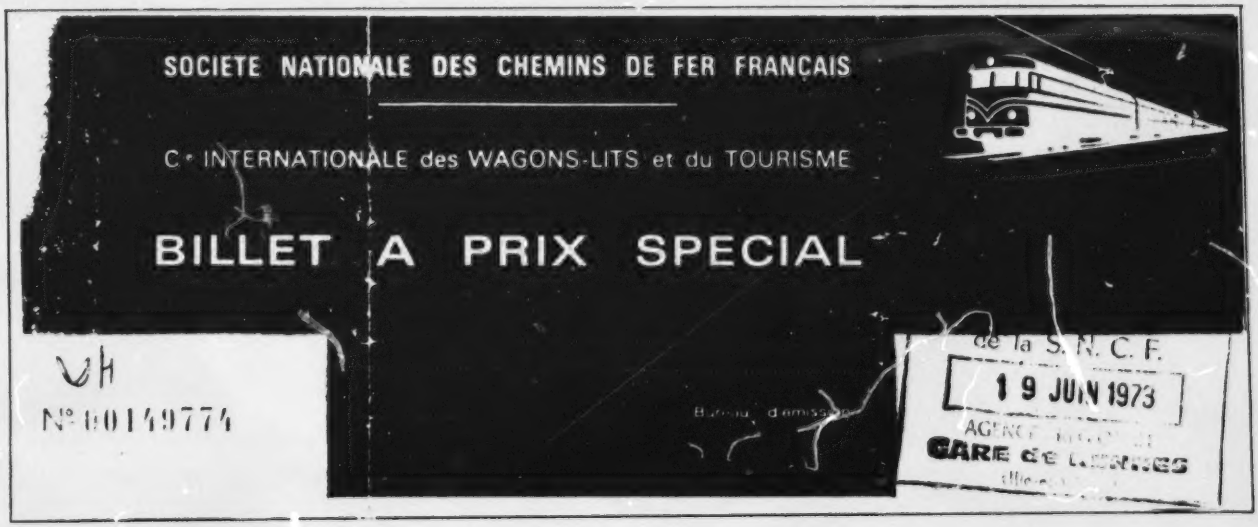


—Un billet pour Nice, s'il vous plaît.
—Aller et retour?
—Non, aller simple.
—Première ou deuxième classe, mademoiselle?
—Deuxième, s'il vous plaît.
—Et quand partez-vous?
—Le soir du premier août.
—Et bien, il faut réserver une place.
—Oui, et je voudrais une couchette aussi.
—Bon. Le départ est à dix-huit heures vingt-deux. Vous êtes dans la voiture numéro cinquante-deux et la couchette numéro trente-six.
—Voiture numéro cinquante-deux et la couchette numéro trente-six. Mais je voudrais aussi prendre ma voiture.
—Il faut payer un supplément. Ça fait 160 F.
—Bon, voilà. Merci bien, monsieur.
—Au revoir, mademoiselle.

(This dialogue betwen the ticket man and the passenger should be accompanied by proper gestures and props.)

List of Considerations when Buying a Ticket

—aller et retour vs. aller simple
—première classe vs. deuxième classe
—réserver (louer) une place?
—avoir une couchette?
—prendre votre voiture?


SOCIETE NATIONALE DES CHEMINS DE FER FRANCAIS
C° INTERNATIONALE des WAGONS-LITS et du TOURISME
BILLET A PRIX SPECIAL
de la S. N. C. F.
19 JUIN 1973
GARE de

Advantages and Disadvantages of the Considerations

The students could discuss this part in English.

(1) aller et retour vs. aller simple-purely a practical decision; are you planning to return via train from the same place? (There is generally no reduction in price for a round-trip as opposed to a one-way ticket.)

(2) Classes-First class is more expensive and more luxurious (fewer people to a compartment, carpeted, etc.).

(3) Reservation-A practical decision also, because you are assured of a seat. This is especially important during the holiday seasons and in August; it is possible to stand up for the entire train trip if you don't have a reservation.

(4) Couchette- A couchette is not a luxurious, soft, comfortable bed; however, on a night train, it is more comfortable to be in a reclining position than sitting up; it is worth the extra cost to avoid a weary body and a stiff neck the following morning.

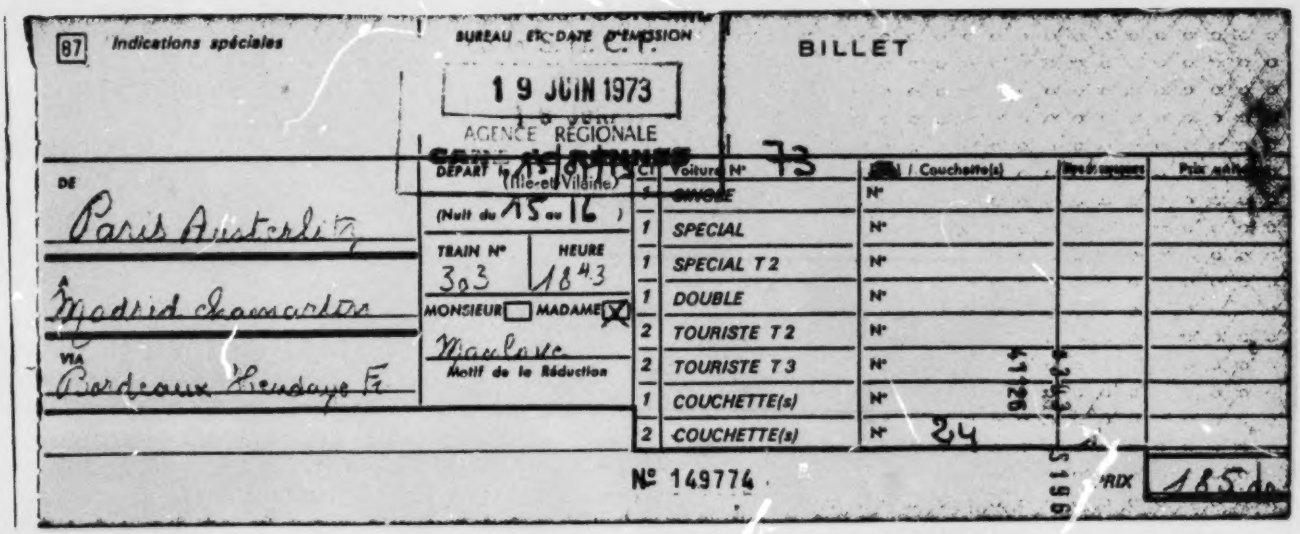
(5) Automobile- Although the price is extra, the traveller may need a car to get around when he arrives at his destination; trains go much faster than cars (on the average), so the people who travel great distances to vacation areas can get there quickly and then use their cars for local travel.

Possible Follow-up Activities

Conduct an unrehearsed dialogue with the students to see if they will be able to buy a ticket in a spontaneous situation. The teacher can be the ticket agent, or the students can work in pairs.

Discuss the kinds of 'billets' which are available--demi-tarif, reductions for the family, les wagons-lits vs. les couchettes, etc.

Discuss the French money system and use real French money to "buy" a ticket.



A LA GARE

Specific objectives

(1) The students will learn the vocabulary associated with the train station.

(2) The students will perform various actions as cued by spoken commands.

(3) The students will analyze and determine, through class discussion, the meaning and purpose of certain people and places found at the train station.

(4) The students will collect data on the differences between French and American train stations through classroom discussion, and through interviews with Americans who have travelled by train in France.

Procedure (* indicates items that are explained in detail in the Lesson Aids section.)

(1) The teacher should record the commands needed to act out this audio-motor unit.* In recording, the teacher should take care to leave adequate intervals between commands to allow the students time to carry them out. There is a point on the tape where the teacher must imitate a voice coming from a loud-speaker. This may be done effectively by changing the voice slightly and by holding one's nose.

(2) The teacher must also arrange for several signs and props. The signs include 'le buffet,' 'la gare,' 'le kiosque,' 'la salle d'attente,' and 'le guichet.' A man drawn on the board could serve as 'le contrôleur,' with two chairs forming a sort of gate on the 'quai' area. Also needed are a sandwich, a French newspaper, French money, (real or simulated) a ticket, a menu, and some suitcases. For further development, each part of the classroom could serve as a separate area of the train station, with appropriate background pictures and props. For example, 'le buffet' could be a round table and some chairs, with a picture of a group of people at a restaurant in the background.

(3) The teacher gives a brief introduction* to the class.

(4) The teacher plays the tape and acts out the various steps according to the commands*, being as specific with gestures as possible.

(5) After seeing the performance two times, three or four students at a time act out the pantomime with the teacher. After all the students have performed the actions once, the written signs are removed, and the teacher lets the students initiate the actions themselves.

(6) In groups of five, the students discuss in English the cultural implications of these actions. They are given a list of general questions to guide their discussion*.

(7) After five to ten minutes, the teacher outlines the major points on the board*, eliciting the responses from the students.

(8) As an assignment, students are asked to consider any major differences between the French train stations and those in the United States. The next day in class, the students discuss the differences.

(9) Students repeat the audio-motor unit for review. The teacher gives the commands out of sequence to see if the students understand. The teacher could prepare the class for this activity the day before by stopping and starting the tape at different places. As a final check, each student could be asked to perform several of the actions based on commands given in a random order.

Lesson Aids

Introduction

"Maintenant nous pouvons lire les horaires et nous pouvons acheter un billet. Alors, allons à la gare! Qu'est-ce qu'on fait à la gare? Ecoutez et regardez bien, parce que vous allez faire la même chose plus tard. Alors, faites attention!"

The Audio-motor Series

Entrez dans la gare.
Allez au guichet.
Achetez un billet.
Marchez vers le quai.
Montrez votre billet au contrôleur.
Achetez un journal au kiosque.
Regardez l'heure.
Asseyez-vous au buffet de la gare.
Commandez un sandwich.
Mangez le sandwich.
Regardez l'heure.
Allez à la salle d'attente.
Mettez vos valises par terre.
Lisez le journal.
Dormez en ronflant.
Ouvrez les yeux.
Ecoutez le haut-parleur.
"Mesdames et Messieurs les voyageurs à destination de Marseille. Départ à 10h. 30, quai numéro 27. En voiture, s'il vous plaît."
Regardez l'heure.
Faites une grimace.
Prenez les valises.
Courez après le train.

General Questions for Students

(1) What is 'le guichet' and what is its purpose?
(2) Who is 'le contrôleur'? What reasons might there be for such a person? Think of financial and practical reasons. What French attitudes may play a part in this?
(3) 'Le kiosque,' 'la salle d'attente,' 'le buffet,' what purpose do they serve in a French train station? Why are they there? Consider social, practical, and financial reasons.
(4) What indications do you have in this demonstration that time is an important element? How does time influence behavior?

Cultural notes:

(1) le Guichet- the ticket window
(2) le Contrôleur- the person who inspects tickets. Only those with tickets can proceed onto the 'quai.'

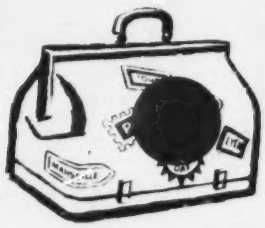
Reasons for having a contrôleur

- to prevent too many people from getting onto the platform
- to prevent anyone from hopping a train
- to provide extra revenue by making visitors buy a ticket (for a small fee) to get onto the quai

(3) le kiosque- a stand where one can buy magazines, papers, and candy.
(4) le buffet- a small bar/café serving simple food
(5) la salle d'attente- a waiting room for passengers
(6) The Importance of Time- trains leave promptly: they don't wait for people.

Cultural Differences- American/French

(1) American train stations do not have a contrôleur to check tickets between the ticket window and the platform. Anyone can go onto the platform.
(2) In France, the two-class system extends to the waiting rooms as well; here it does not.
(3) American train stations tend to be less consistent - we do not necessarily have a little restaurant or 'kiosque' at every station; the French train station is thus more of an institution.
(4) There are not as many train stations in America as there are in France; French people travel by train much more than the Americans do, and are more familiar with the train system.
(5) The American train stations in most cities (particularly smaller ones) are often empty and old places of the past. The French station is usually quite busy and plays an active role in French life.



LE TRAIN

Specific objectives:

(1) The students will learn the vocabulary for the different French trains.

(2) The students will be able to match the parts of a French train, given orally or in writing, to a diagram of the train.

(3) The students will identify these parts when viewing pictures, slides, or movies showing French trains.

Procedure (* indicates items that are given in detail in the Lesson Aids section)

(1) The teacher gives an introduction*, and using visuals*, discusses the French train system and the three most common types of trains.

(2) The teacher draws a diagram* of the train on the board, labeling the parts of the train. Students are told to copy the pictures but not the labels.

(3) After the students have repeated each term several times, the teacher erases the labels and asks students to identify various parts of the train.

(4) The students play a relay game.*

(5) The teacher shows slides, pictures*, or movies of French trains. The terms just learned can be elicited by asking questions about the pictures.

(6) The teacher lists on the blackboard all the terms learned in talking about parts of the train. Students copy the list, cut the paper into strips (one term per strip), and practice matching the labels with the diagrams they copied off the board earlier (this can be done in class or at home).

Evaluation: The next day, students are given a check-test.*

Materials: slides, movies, or pictures of French trains (see pp. 10-11 for source list,
diagram of a train (see p. 11)

Lesson Aids

Introduction

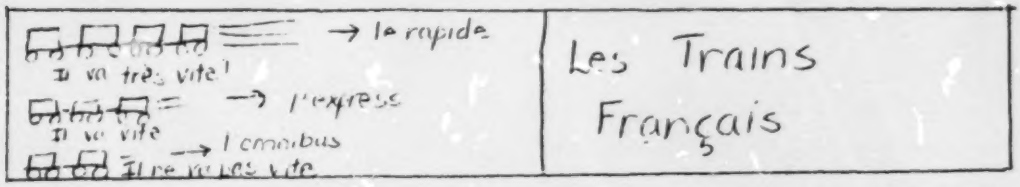
"Nous avons déjà fait trois choses pour nous préparer pour le voyage. Que sont-elles? (Students respond) Et maintenant, on voit enfin le train. Aujourd'hui on va parler des trains. D'abord, quelques mots en general au sujet des trains français."

The Train System

"La S.N.C.F, c'est la compagnie nationale des trains français. C'est la Société Nationale des Chemins de fer français. Chemin de fer est un autre terme pour train.

Il y a beaucoup de trains en France. La plupart des trains commencent à Paris et vont en toutes directions, comme une étoile. (T. draws a star on the board and uses a map to illustrate this principle, with Paris being the center of the star.) Les routes de ces trains s'appellent "les grandes lignes." Cela veut dire que ce ne sont pas de petits trains regionaux, mais des trains qui vont d'une grande ville à une autre.

Il y a trois sortes de trains en France. Il y a les trains rapides, les trains express, et les trains omnibus. (T. uses a visual similar to the one here to distinguish between trains.)



Train Diagram See p. 11, or recruit a student to help make the diagram. The teacher will want to give a definition in French if the meaning is not clear from the drawing.

Relay Game

Each row is a team. The teacher assigns a number to each person in a row (the first person in each row is 1, the second person is 2,etc.). The teacher holds up a sign with train vocabulary on it, pronounces the term, and then calls a number. All the people who have that number run up to the board to point to the part of the diagram which matches the term. The first person to put his finger on the correct part of the train diagram wins a point for his team. The game may be played until all the terms are learned, and whichever team has accumulated the most points wins.

Source List (for pictures, slides, etc.)

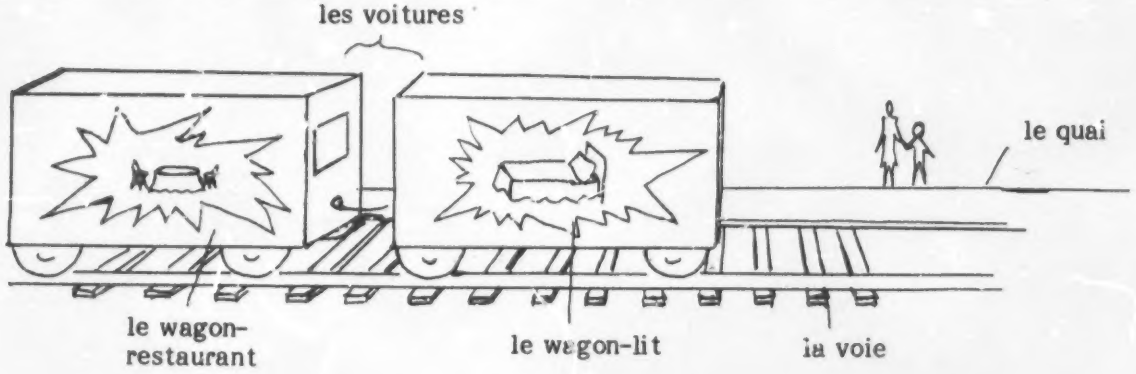
Pamphlets—from your local travel agent, or
- write to French National Railroads
11 East Adams Street
Chicago, Illinois 60603

Films- Check your school's AV catalogues.

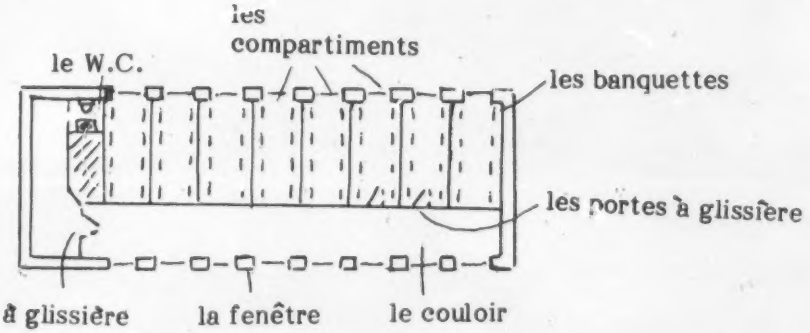
Pictures (Check bibliography for publishers.)

- Le Français: Continuons, pp. 36-39 (good sketches!)
- Basic Conversational French, pp.16, 169
- Guide France, p. 274
- Vous et Moi, Premier pas, p. 266
- En France Comme Si Vous y Etiez, pp. 128-131
(excellent source for pictures and dialogue)

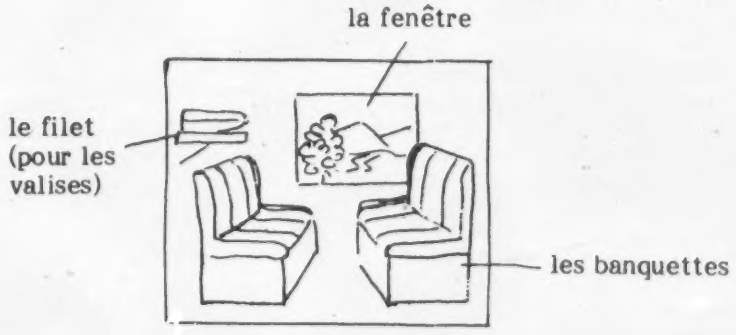
Check Test-(See p. 17.)



Le Train
(une voiture)



Les Compartiments



LE PAUVRE AMERICAIN

Specific objectives:

(1) The students will learn the necessary vocabulary to understand the signs that might be encountered on a French train.

(2) The students will write a short skit to demonstrate the use of one of the signs.

(3) The students will learn about the misunderstandings that can occur when a traveller does not know the target language through watching and participating in skits.

(4) The student will be able to list the appropriate behaviors required on the train when various signs are visible.

Procedure (* indicates items that are given in detail in the Lesson Aids section.)

(1) The teacher gives an introduction*, citing the sort of misunderstandings that could occur on a train.

(2) Students are divided into groups of 2-6 students. Each group is given a card* which describes a cultural point and the situation which would develop if the cultural information was not understood. These are in two categories, one which deals with signs (in which case the group is given the sign as well) and the other which deals with behavior on the train. (The descriptions on these cards are in English.) Students then write a 4-6 line skit (perhaps a little longer if the situation is a complicated one) in French, using the information on their cards.

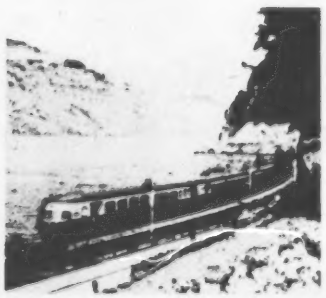
(3) When each group has finished writing, they practice reading their parts.

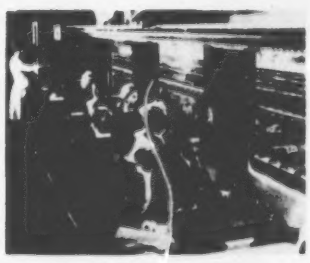
(4) The next day, each group presents its skit in front of the class. The lines can be read, so that meaning is not lost because someone did not memorize his lines. However, students should concentrate on using very explicit actions and gestures when performing.

(5) The other groups watch each skit, and at the end of each presentation, they must try (in groups) to come up with a 'moral' to the story, or identify what the problem was and how it could have been avoided.

(6) When all the skits have been completed, the groups report their analyses of the situations, and the teacher may wish to award a prize to the group who has best identified the problems and their solutions.

(7) As a class, the students (guided by the teacher) put a summarizing list on the board—'The Do's and Don'ts of Train Travel in France.'*





Lesson Aids

Introduction

This introduction and the following materials are given in English. The individual teacher may wish to conduct the lesson entirely in French, depending on the linguistic level of the students. However, the fight for comprehension should not be allowed to overshadow the development of cultural understanding which should occur.

There are many misunderstandings which can occur on a French train if you are unaware of some of the do's and don'ts, some of them funny, some not so funny. The following incident actually occurred: There is a night train going from Paris to Madrid. An American had a couchette, and at 11:00 she gratefully climbed onto her cushion on the train. At 1:00, she woke up to find that the train was stopped, but it was shuddering and creaking, and there was a loud screeching noise. Many people were standing in the hall, hanging their heads out the window. Thinking there had been an accident, she jumped out of bed and went to talk with some of the other people. However, to her surprise, she discovered that all the noise was due to an operation that is part of the routine every time a French train reaches the Spanish border. For some strange reason, the gauge of Spanish railroad tracks differs from all the other tracks in Europe. Therefore, all the trains going into Spain must change their wheels to fit the Spanish tracks. Sometimes the passengers change trains, but when there are couchettes, they jut change the wheels by lifting the train off the ground (with machines) and putting on the new wheels, a process lasting two hours.

Her situation was more or less an amusing one, but there are others which could be much more serious. There are many signs on the French trains which need to be understood by the passengers, and certain ways of behaving that must be learned. Today we are going to work with some of these.

Skits- see the note cards on pp. 14-15.

The DO's and DON'Ts of French Train Travel

-DO check your bags at "la consigne" if you are going to be at the station for a while.

-DO check the side of the train car to determine where that particular car is going and whether it is first or second class.

-DO bring your own food to eat on the train. It's cheaper and more fun!

-DO always seek out the "W.C." sign for proper bathroom facilities.

-DON'T sit in a compartment which says "fumeur" if you don't like cigarette smoke.

-DON'T sit in a seat with a "loué" tag on it.

-DON'T drink the water.

-DON'T expect to find a drinking fountain on the train.

SKITS

Sign - Destination signs, 'Nantes' and 'Bordeaux'

Point French trains making long journeys may purposely disconnect certain cars from the train at various cities along the way. There is always a sign on the outside of the train car, telling the destination of the particular car.

Situation - The American at the train station hears the "all aboard" ("en voiture") for the train to Bordeaux. He gets on the train, but enters a car with a "Nantes" sign on it. A while later, the contrôleur comes through the car to announce the train's arrival in Nantes. All the other passengers get off, but the American stays on, waiting to move along to Bordeaux. Finally the contrôleur tells the American he must get off (il faut descendre). The American shows him the ticket for Bordeaux, and the contrôleur tells him that the rest of the train left ten minutes ago, pointing out the "Nantes" sign on the side of the car.

Sign -'Eau Non Potable'

Point - In the W.C. on French trains, there is a sign warning travellers not to drink the water (eau non potable).

Situation - An American, in the W.C., turns on the water, and cupping his hands, takes a long drink of water. On leaving the W.C., the American mentions to the French person next in line that it is a hot day but the water really tastes good. The French person points to the sign and tells the American that he should not drink the water. The American goes back to his seat and suffers from a stomach ache (mal à l'estomac).

Sign - '1' and '2'

Point - On the outside of every train car, there is a '1' or a '2', indicating whether it is first or second class.

Situation - An American with a second-class ticket hops onto the car marked '1' on its side. He is seated very comfortably and enjoying the ride when le contrôleur comes to check the tickets. The American is forced to pay additional money (un supplément) and continues the trip as a penniless passenger.

Topic - Eating on the Train

Point - Most French people bring their own food and wine onto the train because of the high cost of eating in the dining car (if there is one.)

Situation - An American gets on the train and finds himself in a compartment with a French family. At noon, the family takes out their food and begins to eat, commenting about how delicious the food is. The American wants to know at what time lunch is served on the train. (A quelle heure est-ce qu'on sert le déjeuner?) The French don't know but they tell the American that it does cost 25 F. The unfortunate American only has 10 F.

Sign - 'Le Lavabo'

Point -On some French trains there is a little room in addition to the W.C. This room is called a lavabo and contains only a sink and mirror for washing up.

Situation - Two Americans are in their couchettes, about to go to sleep, when one announces that he is going to find the W.C. Finding a room called the lavabo (which does look just like the W.C. from the outside) he goes in to find there is only a sink (no toilet). Thinking that none exists on the train, he returns to his couchette, telling his friend that it is a problem. (C'est un problème.) After hearing him complain, an understanding Frenchman leads the American past the lavabo and around the corner to the W.C.

Sign - 'La Consigne'

Point - At French train stations, where travellers sometimes wait hours to change trains, it is possible (for a small fee) to leave your suitcases in a little storage room called la consigne.

Situation - Two Americans get off the train with their many suitcases. They must wait three hours for the next train. They carry the suitcases all over, to the buffet, etc. They develop sore feet (mal aux pieds) and become very tired. Finally they happen to walk by a sign that says "La Consigne" and the attendant for the storage room invites them to leave their bags there. But it's too late, because their train is leaving in five minutes.

Sign - Loué

Point - On some seats on the train there is a little ticket saying loué, which means that the seat is reserved (une place louée).

Situation - An American sits in a seat which has a loué sign, and soon all the other seats are filled too. Finally the passenger with the reserved seat (which is indicated on his ticket) arrives, forcing the American to move. But there are no more seats...

Sign - 'Fumeur'

Point - In each compartment there is a sign to permit smoking - fumeur - or a sign non fumeur, which means no smoking is allowed.

Situation - An American gets into a compartment, not understanding the sign, and soon finds the compartment filled with smoke. The American makes his displeasure known. An irate French traveller then points to the sign and suggests that the American find a non fumeur compartment.

WORKSHEET - L'Heure et les Horaires

Nom _____

I. For each time given, circle the time of day to which it refers.

(a)	12.36:	l' après-midi	le matin
(b)	8.17:	le soir	le matin
(c)	23.20:	le soir	l'après-midi
(d)	1.07	l'après-midi	le matin
(e)	15.02:	le soir	l'après-midi

II. Draw in the time on the clock for each of the times given.

a. 17.10	b. 22.35	c. 14.50	d. 19.15	e. 13.30

III. Using the 24-hour time system, write the numerical time for each of the following. (Ex.- A quelle heure vous couchez-vous? If you go to bed at 10:30, you would write 22.30.)

A quelle heure est-ce que...

vous prenez le dîner? _____.
vous venez à l'école? _____
vous prenez le petit déjeuner? _____
vous avez la classe de français? _____
vous allez au cinéma? _____
vous vous levez le samedi? _____

IV. Using the timetable, complete the sentences below. (All departures are from Lyon).

	a	b	c	d	e
Lyon	11.45	13.57	17.06	21.14	22.24
Avignon	12.47	15.03	18.05	22.11	23.38
Marseille	13.47	16.10	19.01	23.07	0.50

a. le départ à 17.06, l'arrivée à Avignon à _____.
b. le départ à 22.24, l'arrivée à Marseille à _____.
c. le départ à _____, l'arrivée à Marseille à 16.10.
d. le départ à 11.45, l'arrivée à Avignon à _____.
e. le départ à _____, l'arrivée à Marseille à 23.07.

QUIZ- Le Train

Nom _____

I. Match the term in column A with its definition in column B.

A	B
_____ l'express	1. la compagnie nationale des trains
_____ l.N.C.F.	2. un train qui ne va pas vite
_____ le rapide	3. des trains qui vont entre les grandes villes
_____ l'omnibus	4. un train qui va très vite
_____ les grandes lignes	5. un train qui va assez vite

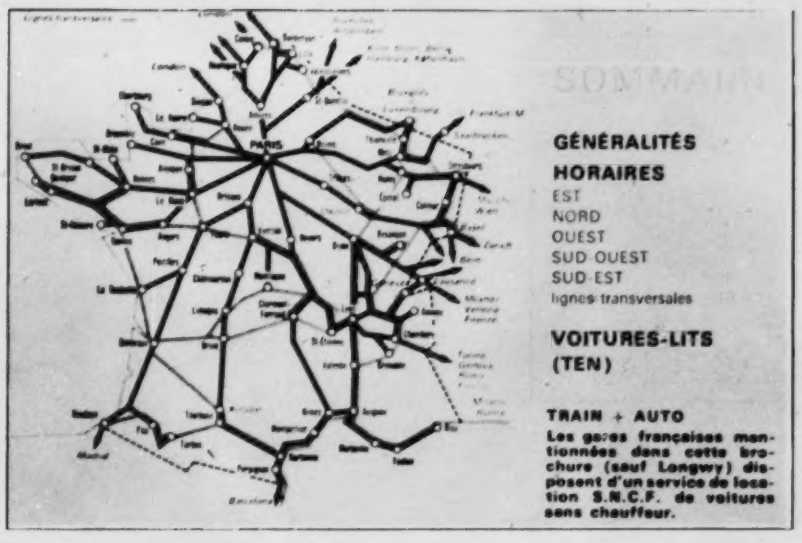
II. Draw a diagram of a train and label the following items:

les compartiments	la fenêtre	le filet	le W.C.
les banquettes	le couloir	la voiture	les portes à glissière

Extra Credit- Explain (in English) why the French train system is often referred to by the term "étoile."

Possible Follow-Up Activity

Discuss the differences between the interior and exterior appearances of French trains and American trains, and their effects on the passengers, the atmosphere, etc.



LE GRAND MYSTERE

Directions: Discover the secret message by solving the clues below and filling in the circled letters to spell a message. (The first one is done for you.)

A _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ !
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

1. Pour prendre le train, vous allez a la: G (A) S E
2. L'homme qui regarde les billets s'appelle le: _ _ _ (O) _ _ _ _ _ _ _
3. Pour voir le paysage, on regarde par la: _ _ _ _ (O) _ _ _
4. Pour aller par le train, il faut acheter un: _ _ _ _ (O) _ _
5. A la gare, il y a beaucoup de: _ _ _ _ (O) _ _
6. Pour dormir dans le train, vous louez une: _ _ _ _ _ _ _ (O) _ _
7. Le train roule sur les: _ _ (O) _ _ _ _
8. Le train consiste en plusieurs: _ (O) _ _ _ _ _ _ _
9. La compagnie nationale des trains est la: _ (O) _ _ _
10. Avant de monter dans le train, vous attendez au: _ _ (O) _ _
11. Le petit restaurant à la gare est le: _ (O) _ _ _ _ _
12. Le train le plus vite est le: _ _ _ _ (O) _ _
13. Si on paye pour une place en avance, la place est: _ _ _ (O) _ _
14. Chaque compartiment a une _ _ glissiere. (O) _ _ _ _ _
15. Si vous êtes riche, vous achetez un billet de premiere: _ _ (O) _ _ _ _ _
16. Pour trouver l'heure du départ, il faut regarder les: _ _ (O) _ _ _ _ _ _ _
17. Cette eau n'est pas bonne à boire. C'est de l'eau non: _ _ (O) _ _ _ _ _

SERVICE D'ETE 3 JUIN - 29 SEPTEMBRE 73.

LUXEMBOURG - METZ - PARIS

Luxembourg	D	1.34	(1) 5.40	6.48	(3) 7.48	10.06	11.15	12.22	TEE 15.17	17.36	17.40	19.36	21.22
Metz	A	2.27	6.31	(2)	8.45	11.02	12.08	13.44	16.00	(2)	18.31	20.21	22.22
	D	2.34	6.39		9.05	11.14		14.00	17.52 (9)		TEE 19.30	20.36	
Paris-Est	A	6.32	9.25	11.29	11.53	14.02		17.10	21.02	22.27	22.10	23.30	
Paris-Est	D		6.57	7.06	TEE 8.00	11.09	13.02		17.16	(5) 18.49	18.52	19.54	23.00
Metz	A		10.28	(2)	10.40	13.54	16.25	(11)	19.56	21.38	(2)	22.40	2.35
	D	8.05	(10) 10.45 (4)		11.47	13.56	18.22	(10) 19.06	(10) 20.01	21.42		22.48	3.49
Luxembourg	A	9.03	11.46	11.48	12.44	14.45	19.17	20.53	21.04	22.27	23.30	23.45	4.43

LUXEMBOURG - STRASBOURG - BALE

Luxembourg	D	1.34	5.40 (3)	7.48 (3)	10.06	11.15	12.22	TEE 15.17	17.40	19.36	21.22	
Metz	D	2.33	6.42	9.00	11.14	12.12	15.24 (6)	16.01	18.36	20.21	22.26	
Strasbourg	A	3.58	8.37	10.42	12.38	13.50	17.01	17.22	20.01		23.51	
Bâle	A	5.45	10.23	12.17	14.08	15.32	18.51 (7)	18.42	21.45		1.22	
Bâle	D	0.26	5.00	(8)	8.32	(6) 11.20	TEE 13.00	14.54	15.40		17.46	
Strasbourg	D	2.10	6.33	7.00	10.12	13.00	14.18	16.43	17.26	18.25	20.06	
Metz	A	3.41	8.01	8.47	11.41	14.37	15.40	18.17	18.55	20.26	21.55	
Luxembourg	A	4.43	9.03		12.44		16.26	19.17	21.04 (9)	22.26 (5)	23.45	

SNCF — SOCIETE NATIONALE DES CHEMINS DE FER FRANÇAIS

TEE 1e cl. - Réserv. oblig. et suppl. — Trains directs — Train à supplément — sauf dimanche et fêtes — dimanches et fêtes

(1) dimanches Luxembourg D 6.13 - Metz A 7.03 D 7.17 - Paris A 10.09 (2) via Charleville (3) sauf dimanches (4) chang. à Thionville - ne circule pas du 1/7 au 2/9 (5) sauf samedis (6) sauf dim. de Metz à Strasbourg et vice versa (7) changement de train à Mulhouse (8) D. 6.52 les dimanches et fêtes (9) les dimanches et fêtes Luxembourg A 20.53 (10) les vendredis D 17.36 A 20.45 (11) changement à Thionville

Nouveau 1 h 30 de gagné

Au départ de LUXEMBOURG,
• CHAQUE JOUR :

1 TRAIN DIRECT COTE D'AZUR

couchettes 1re et 2me classe

(*) 19.36	D	LUXEMBOURG	A	8.40	
5.12	A	MARSEILLE	D	23.06	
6.00	A	TOULON	D	22.15	
6.50	A	ST-RAPHAEL	D	21.19	
7.15	A	CANNES	D	20.52	
7.29	A	JUAN-LES-PINS		—	
7.33	A	ANTIBES	D	20.37	
7.50	A	NICE	D	20.20 (**)	

(*) 8 juin et du 15 juin au 28 septembre.
(**) 11 juin et du 18 juin au 2e septembre.

Au départ de METZ
• CHAQUE SEMAINE :

2 TRAINS-AUTOS-COUCHETTES

(couchettes 2me classe, Wagons-Lits 1re et 2me classe)

■ METZ-AVIGNON-ST-RAPHAEL

ALLER : Vers St-Raphaël, dimanches jusqu'au 30/9
Vers Avignon, dimanches jusqu'au 24/6 et du 16/9 au 30/9

RETOUR : De St-Raphaël, lundis jusqu'au 1/10
D'Avignon, lundis jusqu'au 25/6 et du 17/9 au 1/10

22.16	D	METZ	A	6.14	
5.53	A	AVIGNON	D	22.14	
9.00	A	ST-RAPHAEL	D	19.00	

■ METZ - AVIGNON - NARBONNE

ALLER : Lundis du 2/7 au 10/9
RETOUR : Dimanches du 1/7 au 9/9

21.53	D	METZ	A	7.07	9.01	
6.34	A	AVIGNON	D	21.45	0.00	
8.55	A	NARBONNE	D	19.11	21.13 (1)	

(1) Horaire du 29 juillet et 2 septembre.

Ed. : Représentation Générale de la S.N.C.F., 25 Boulevard Adolphe Max, 1000 Bruxelles - Tél. 17.00.20
Tous renseignements figurant sur ce tract sont donnés sous réserve de toute modification.

Finalizing Activities

As a final effort for this unit, do two of the following activities. Your project will be graded according to creativity, effort, and accuracy of written and oral French.

(1) Complete the mystery puzzle on trains—you can't just de-code the message, you have to have the clues right too!

(2) Make a model or a diorama, showing the arrangement of a French train. Try to use unusual materials—wood, soap, papier mâché, etc. Label the parts clearly and accurately.

(3) Create a model or diorama of the French train station, using the guidelines given in #2.

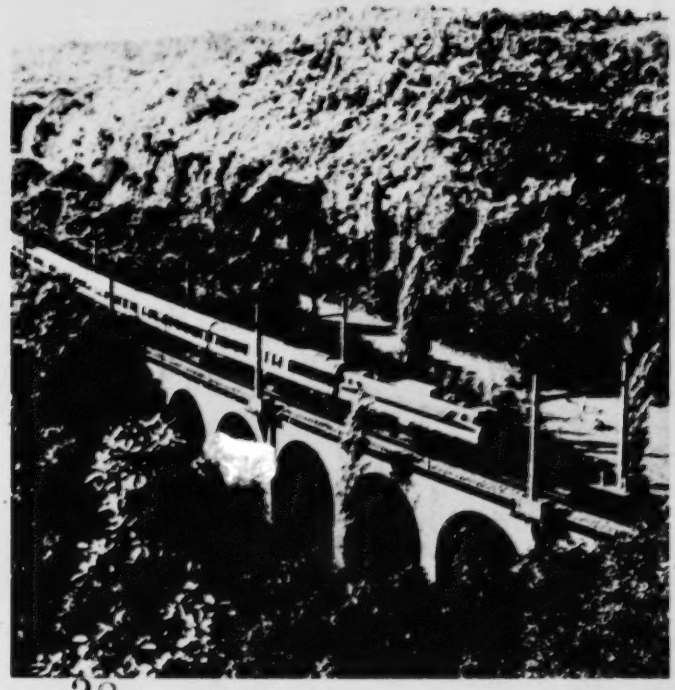
(4) Write a letter to a friend in English, telling of your adventures on a French train. You may want to include some drawings or pictures. The letter can be in the form of a diary. Make it 1-2 pages in length.

(5) Write and present an original play about a train trip. Include at least three scenes, and try to use vocabulary that we have learned in class. Try to create new situations. Present your play with props and costumes to the class. You may work with one other person to write the play. Then you can have as many people as you want to help you present it.

ANSWER KEY for "Le Grand Mystère"

1. gare
2. contrôleur
3. fenêtre
4. billet
5. trains
6. couchette
7. voies
8. voitures
9. SNCF
10. quai
11. buffet
12. rapide
13. louée
14. porte
15. classe
16. horaires
17. potable

Message: "Attention au départ"



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